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ABSTRACT

Purpose Process Curriculum Framework is a conceptual structure for facilitating curriculum decisions in physical education. It is comprised of two sets of concepts intended to provide a frame of reference for understanding movement phenomena; the first group is derived from the purposes of movement; and the second group from the processes by which one learns to move. The purpose components serve as the foundation for describing the functions of movement in achieving goals and, thus, for defining the scope of the physical education curriculum. In order to determine how students view the 22 purposes for human movement defined by the framework, a study was conducted of the responses of 420 seventh, ninth, and eleventh grade students to the purposes for human movement. A semantic differential instrument was used to evaluate the responses; it permitted analysis in terms of likeability and utility. This information can be used in curriculum development and planning of units that include those purposes for moving that are considered most useful or best liked. (Four charts of the study's results are given.) (JMF)

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STUDENT PURPOSES AS CURRICULAR DATA

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In most curriculum development systems, theorists propose that there are a number of data sources or referent groups that should be considered when making curriculum decisions. Tyler, for example, suggests that the sources for deriving objectives are the content or subject matter, the student, and society. Most curriculum development specialists who have developed conceptual schemes in the past fifteen years, have accepted Tyler's basic ideas. Goodlad and Taba have elaborated upon the Tyler scheme and both support the identification of appropriate data sources as an important element of curriculum development. As a general rule, curriculum planners when developing curriculum begin with an analysis of the content area. Such is the case with the Purpose Process Curriculum Framework. This framework is a conceptual structure for facilitating curriculum decisions in physical education. It is comprised of two sets of concepts intended to provide a frame of reference for understanding movement phenomenon. The first group of concepts was derived from the purposes of movement and the second group from the processes by which one learns to move.

The purpose components of the Purpose Process Curriculum Framework serve as the foundation for describing the functions of movement in achieving the goals of man and thus for defining the scope of the physical education curriculum. The three key purposes of movement delineate the important curricular content of physical education; that is, individual development, environmental coping, and social interaction. (Transparency 1) Each of the key purposes has sub-purposes and each sub-purpose embraces several essential elements which translates man's purposes for moving into

more definitive purposes for activities appropriate to the field of physical education. The 22 movement purposes represent a contemporary extension of logically identifiable concepts. In a study by LaPlant, professional educators selected through the use of the AAHPER membership list, demonstrated substantial consensus on the importance of these purposes as desired student learning outcomes.

Today's best physical education programs probably reflect professional judgments about both present and future importance to learners of these purposes as ways of seeking personal meaning through physical activity. In addition to professional judgment, another important component or source of data in curriculum planning is the student. In order to determine how students view the 22 purposes for human movement as defined in the Purpose Process Curriculum Framework, I conducted a study in which I used a semantic differential instrument to evaluate the affective responses of 420 seventh, ninth, and eleventh grade students to these purposes for human movement. The instrument permitted analysis in two dimensions. These two dimensions, which were labeled likeability and utility, were assumed to include both cognitive and affective components of attitude. The data demonstrated that students valued some of the purposes for moving significantly more than other purposes.

(Transparency 2)

The purposes that students considered most useful were circulo-respiratory efficiency, neuro-muscular efficiency, relocation, mechanical efficiency, teamwork, and relationships. The six that were considered

least useful were awareness, competition, leadership, clarification, cultural understanding, and simulation. The ranking of purposes that were liked most was slightly different from the ranking of those considered useful. The top six purposes were the same for likeability and utility except for joy of movement on the likeability component and relationships on the utility component. There were more differences between the two components among the bottom six. The three that appear on both components are leadership, cultural understanding, and simulation.

(Transparency 3)

Of interest is the differences among the three grade levels. Seventh graders, for instance, were the only group that liked to move for the purpose of challenge. Ninth graders were the only group that liked to move for the purpose of movement appreciation. Whereas, eleventh graders were alone in their liking to move for expression, clarification, and self-knowledge. When looking at those purposes that students considered most useful for moving, again the seventh graders rated moving for the purpose of challenge as useful and the other two groups did not. The ninth graders were really no different from either of the two groups on any of the six top purposes rated as useful. The eleventh graders were the only group that considered moving for the purpose of catharsis as useful.

Given this information about students' preferences for purposes that they consider useful or likeable, how might this information be used in curriculum development? Assuming that students are more likely to willingly become involved in an activity if they have positive attitudes

toward the activity, initial curricular planning may involve development of units to include those purposes for moving that are considered most useful or best liked. One approach would be to select a purpose for moving toward which students expressed a positive attitude and use that purpose as an organizing center to develop a unit. For example, students expressed a positive attitude toward moving for the purpose of relocation. A unit called "relocation" could be developed in which opportunities would be offered for students to relocate in various ways; vertically and horizontally, inverted and upright, with and without an object, for speed and/or distance, in more than one medium, that is land, water, or air. There would, no doubt, be a strong emphasis on mechanical efficiency and neuro-muscular efficiency in such a unit. Not all of the purposes for moving lend themselves easily to this approach, especially at the secondary level. But I feel that with some creative thinking and with teachers who are willing to set aside traditional patterns, this approach would be the most direct way of responding to students' interests in the attainment of goals and could result in very exciting and dramatic changes in physical education programs, kindergarten through twelfth grade.

Another approach to planning using information from students is to use the traditional physical education activities as organizing centers. For example, in working on the curriculum for eleventh grade students, you could begin by listing those activities or units of work that are currently taught in the eleventh grade classes. Then each one of those activities could be analyzed to determine which of the purposes for movement are emphasized. Using a hypothetical example, let us suppose that the activities listed here (Transparency4) represent the eleventh grade curriculum. By analyzing the objectives for each unit and the teaching strategies that

are used to teach each unit, you can get an overall idea of those purposes that are currently emphasized. This hypothetical analysis shows that some of the purposes that eleventh graders like or consider useful, such as "expression", receive very little emphasis. The options then are to change either the activities you are teaching or the specific strategies you are using to teach those activities. You might decide to offer fewer competitive activities, since eleventh graders did not perceive competition as particularly likeable or useful. A logical replacement for the competitive activities would be activities in which there were more opportunities for expression.

From among the total range of potential purposes, the curriculum planner can use information from students to decide which purposes should be emphasized. It must be recognized, however, that when students voluntarily choose to move in an activity setting, they may not all be moving for the same purpose. It is the responsibility of the physical educator to provide opportunities for students to experience all of the potential purposes of movement. The assumption underlying the purpose framework is that human beings are rational and capable of choosing from among all movement activities to which time can be devoted those which contribute to the achievement of individual purposes and to the satisfaction of individual needs. Programs designed to develop the individual's capacity to make rational choices would provide opportunity for students to move in many ways for many reasons so that they might find satisfaction from their own sensory experiences. When an individual experiences moving for a variety of purposes, personal stock of meanings and understandings is expanded. In planning physical education experiences, the teacher

should be concerned with the individualization of purpose and the design of learning environments to maximize opportunities for the development of personal meaning through movement experience. All learners should have access to programs which provide for the development of each of the seven purpose concepts. Once aware of the potential of physical activity in each of these areas, the learner may appropriately be offered additional options for his or her continuing physical education curriculum experience. Human movement purposes can then become increasingly personal goals of physical education.

TRANSPARENCY 1

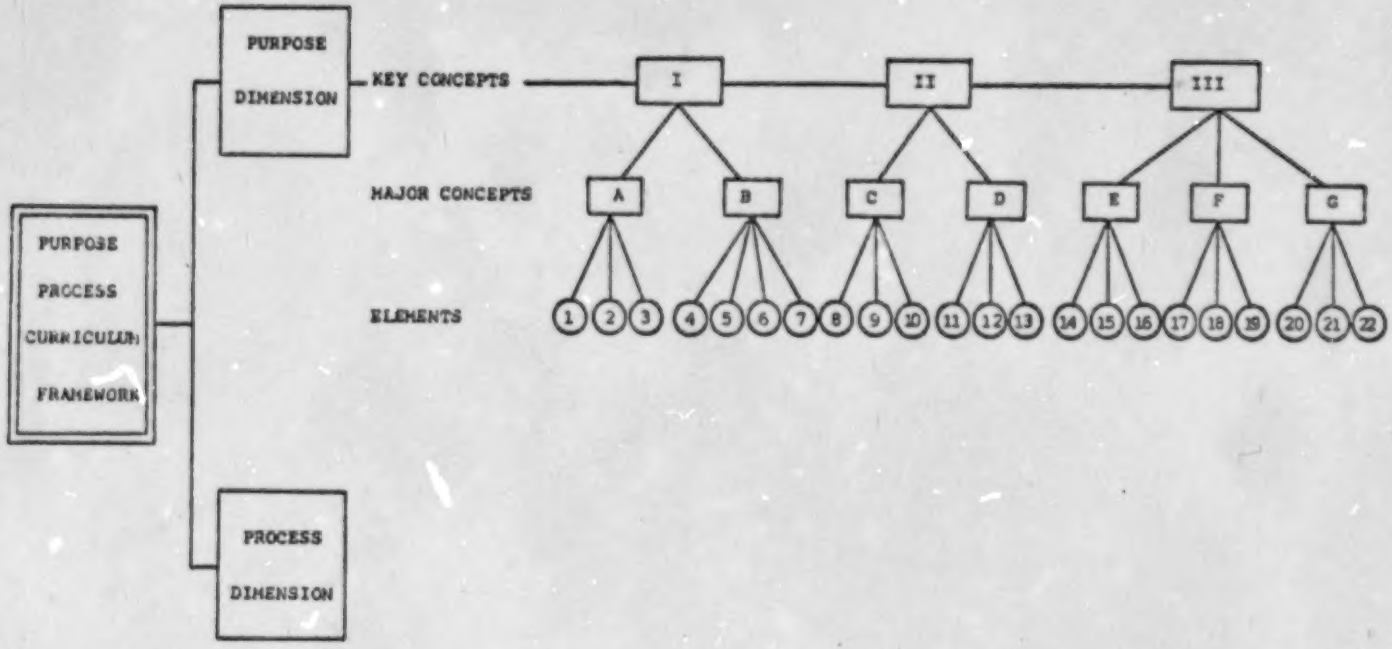

FIGURE 1

THE PPCF (Jones, 1972: 60)

TRANSPARENCY 2

STUDENTS' AFFECTIVE RESPONSES

TO

PURPOSES FOR MOVEMENT

	UTILITY		LIKEABILITY
	FIRST SIX RANKINGS		
1.	Circulo-respiratory efficiency	1.	Teamwork
2.	Neuro-muscular efficiency	2.	Relocation
3.	Relocation	3.	Joy of movement
4.	Mechanical efficiency	4.	Neuro-muscular efficiency
5.	Teamwork	5.	Circulo-respiratory efficiency
6.	Relationships	6.	Mechanical efficiency
	LAST SIX RANKINGS		
17.	Awareness	17.	Relationships
18.	Competition	18.	Catharsis
19.	Leadership	19.	Leadership
20.	Clarification	20.	Maneuvering weight
21.	Cultural understanding	21.	Cultural understanding
22.	Simulation	22.	Simulation

TRANSPARENCY 3

FIRST SIX RANKINGS OF PURPOSES FOR MOVING

BY GRADE LEVEL

LIKEABILITY COMPONENT

Grade 7	Grade 9	Grade 11
1. Relocation	1. Circulo-respiratory efficiency	1. Joy of movement
2. Teamwork	2. Neuro-muscular efficiency	*2. Expression
*3. Challenge	3. Relocation	3. Teamwork
4. Neuro-muscular efficiency	4. Teamwork	*4. Clarification
5. Joy of movement	5. Mechanical efficiency	5. Mechanical efficiency
6. Circulo-respiratory efficiency	*6. Movement appreciation	*6. Self-knowledge

UTILITY COMPONENT

1. Circulo-respiratory efficiency	1. Circulo-respiratory efficiency	1. Circulo-respiratory efficiency
2. Relocation	2. Neuro-muscular efficiency	2. Relocation
3. Teamwork	3. Mechanical efficiency	*3. Catharsis
4. Neuro-muscular efficiency	4. Relocation	4. Neuro-muscular efficiency
*5. Challenge	5. Relationships	5. Mechanical efficiency
6. Relationships	6. Teamwork	6. Relationships

TRANSPARENCY 4

	MAN MASTER OF HIMSELF							MAN IN SPACE						MAN IN A SOCIAL WORLD								
	Physiological Efficiency			Psychic Equilibrium				Spatial Orientation			Object Manipulation			Communication			Group Interaction			Cultural Involvement		
ACTIVITY	C-R Eff.	Mech. Eff.	N-M Eff.	Joy	Self Know	Catharsis	Challenge	Awareness	Relocation	Relationship	Maneuver Weight	Object Projection	Object Reception	Expression	Clarification	Simulation	Teamwork	Competition	Leadership	Participation	Movement Appreciation	Cultural Participation
SOCCER	x	x	x						x	x		x	x			x	x	x	x	x		x
SWIM		x	x						x											x		x
VOLLEYBALL		x	x							x		x	x				x	x	x	x		
GYMNASTICS		x	x		x		x	x	x		x			x	x						x	
BADMINTON		x	x									x	x				x	x				
TRACK AND FIELD	x	x	x		x		x		x			x						x				x
	2	6	6	0	2	0	2	1	4	2	1	4	3	1	1	1	3	4	2	3	1	3
11th grade	U	LU	U	L	L	U			U	U				L	L		L					